## APPENDICES

## Appendix 1 Sample schools: refer section 5.1

The locations of these schools are shown 1 to 10 on the map below.


In numerical order (located west to east), these schools are:
1 Msambainsa Primary School has 3 male and 4 female teachers caring for 608 pupils.
2 Mchengawedi Primary School has 1335 pupils in the care of 6 male, 2 female teachers.
3 Malemia Primary School with ten teachers (evenly spilt) and 701 pupils.
4 Songani Primary School has 13 teachers ( 6 males, 7 females) caring for 1587 pupils.
5 Domasi Demonstration Primary School has 8 teachers dealing with 631 pupils.
6 Domasi Government Primary School has 12 teachers with 1278 pupils.
7 Ntondo Primary School has five teachers and 287 pupils.
8 Naisi Primary School has 848 pupils in the care of a totally male staff of 8 teachers.
9 Matandani Primary School has 9 teachers, dealing with 859 pupils.
10 Kanjedza Primary School has 5 teachers, dealing with 222 pupils.

## Appendix 2 Questionnaire: refer section 4.4

Questionnaire for teachers in rural Malawian primary schools What are these questions for?

I will summarise the answers to tell me what Malawian rural primary teachers think. This will also help the Ministry to plan better policies for schools. I will not show the Ministry any person's individual answers, but only discuss the summary with them.
When I have summarised what teachers have said in their answers I will come back and share the answers with you. I would like to discuss your ideas with you again.

## Personal data:

a What is your name? (optional)
b Sex: M / F
c Age: $\qquad$ years
d Have you travelled out of Malawi? (circle one) Never / Less than one month / 1 to 12 months / At least one year
e What is the name of your school? $\qquad$
f What Standards (levels) are you teaching this year? $\qquad$
g How many pupils do you have in class on average this year? $\qquad$
h How many years of teacher training (at college) have you had? $\qquad$ years
i For how many years have you been teaching in a school? $\qquad$ years

## QUESTIONS ABOUT TEACHING MATHEMATICS

A What are the hardest mathematical topics for you to understand? (Underline one or more.)
Understanding whole numbers Adding Subtracting
Multiplication tables
Understanding fractions
Understanding decimals
Using money
Multiplying Dividing

Adding fractions Multiplying fractions
Adding decimals Multiplying decimals
Word problems Measurements
Other topics (Please name them.)

B How good are you at doing mathematics? (Ring one)
Good Just good enough Not good
C What are the hardest mathematical topics for pupils to learn properly? (Underline one or more.)

| Understanding whole numbers | Adding | Subtracting |
| :--- | :--- | :--- |
| Multiplication tables | Multiplying | Dividing |
| Understanding fractions | Adding fractions | Multiplying fractions |
| Understanding decimals | Adding decimals | Multiplying decimals |
| Using money | Word problems | Measurements |

Other topics (Please name them.)

## For each question, circle one or more letters that show what is closest to what you do.

1 When teaching mathematics what language do you use?
a The pupils' home language whenever I can.
b Only English.
c A mixture of home language and English, whichever is needed.
2 When many pupils want your help, which pupils do you help first?
a Treat both girls and boys the same.
b The boys.
c The girls, particularly if they are mothers.

3 At present, what is the main role of primary schools?
ade
a To produce citizens with a good knowledge of Malawian culture.
b To help pupils learn what they need for later life.
c To prepare pupils for the Standard 8 examination.
4 What sort of examples do you use when you teach mathematics?
eda
a Examples from previous examination papers.
b Mathematical calculations from situations in modern life, such as in town.
c Local Malawian examples of mathematical calculations in my teaching.
$5 \quad$ Which of these best says what you do at present while teaching mathematics?
a I punish pupils who do not work hard.
b I demand respect from the pupils.
c I try to earn the respect of the pupils.
At present, what is the main reason that mathematics is important at school?
a It teaches skills that help you make money.
b It helps you get a good mark in the Standard 8 examination.
c It teaches skills that help you have a better life.
7 In any class some pupils are absent more often, or are slower to learn than others. How do you help the pupils who get behind?
a I give help to slower pupils out of class time.
b I organise catch-up groups in class time.
c I do not give any extra help.
How do you teach mathematics? dae
a I involve pupils in activities to develop their understanding.
b I demonstrate to pupils how to do problems, and make them practice.
c I make pupils memorise facts so they will do well on exams.
9 How do you assess your pupils' mathematics learning?
a I make them repeat what I have told them.
b I ask them to show their understanding by using what they have learned.
c I give regular class tests on what I have taught.

## For these questions, ring one or more letters that best say what you would like to do if you could.

## When teaching mathematics what language(s) would you like to use?

a I would like to use the pupils' home language whenever I can.
b I would like to use only English.
c I would like to use a mixture of home language and English, whichever is needed.
When many pupils want your help, which pupils would you like to help first?
a I would like to treat both girls and boys the same.
b I would like to help the boys.
c I would like to help the girls, particularly if they are mothers.

In future, what should be the main role of primary schools?
ade
a To produce citizens with a good knowledge of Malawian culture.
b To help pupils learn what they need for later life.
c To prepare pupils for the Standard 8 examination.
What sort of examples would you like to use when you teach mathematics?
a Examples from previous examination papers.
b Mathematical calculations from situations in modern life, such as in town.
c Local Malawian examples of mathematical calculations in my teaching.
Which of these best says what you would like to do in the future while teaching mathematics? ead
a I would like to punish pupils who do not work hard.
b I would like to demand respect from the pupils.
c I would like to earn the respect of the pupils.
In future, what should be the main reason that mathematics is important at school?
a It teaches skills that help you make money.
b It helps you get a good mark in the Standard 8 examination.
c It teaches skills that help you have a better life.
In any class some pupils are absent more often, or are slower to learn than others.
How would you like to help the pupils who get behind?
a I would like to give help to slower pupils out of class time.
b I would like to organise catch-up groups in class time.
c I do not want to give any extra help to pupils.
How would you like to be able teach mathematics?
a I would like to involve pupils in activities to develop their understanding.
b I would like to demonstrate to pupils how to do problems, and make them practice.
c I would like to make pupils memorise facts so they will do well on exams.
How would you like to be able to assess your pupils' mathematics learning? ade
a I would like to make them repeat what I have told them.
b I would like to ask them to show their understanding by using what they have learned.
c I would like to give regular class tests on what I have taught.

## For these questions, circle one or more letters that best say what you believe the Ministry wants.

When teaching mathematics what language does the Ministry want you to use?
a The pupils' home language whenever I can.
b Only English.
c A mixture of home language and English, whichever is needed.
When many pupils want your help, which pupils does the Ministry want you to help first?
a Treat both girls and boys the same.
b The boys.
c The girls, particularly if they are mothers.
What does the Ministry want to be the main role of primary schools?
a To produce citizens with a good knowledge of Malawian culture.
b To help pupils learn what they need for later life.
c To prepare pupils for the Standard 8 examination.
What sort of examples does the Ministry want you to use when you teach mathematics?
a Examples from previous examination papers.
b Mathematical calculations from situations in modern life, such as in town.
c Local Malawian examples of mathematical calculations in my teaching.
Which of these best says what does the Ministry want you to do while teaching mathematics? ead
a Punish pupils who do not work hard.
b Demand respect from the pupils.
c Earn the respect of the pupils.
What does the Ministry want to be the main reason that mathematics is important at school? dea
a It teaches skills that help you make money.
b It helps you get a good mark in the Standard 8 examination.
c It teaches skills that help you have a better life.
In any class some pupils are absent more often, or are slower to learn than others. How does the Ministry want you to help the pupils who get behind?
a Give help to slower pupils out of class time.
b Organise catch-up groups in class time.
c Do not give any extra help.
How does the Ministry want you to teach mathematics?
a Involve pupils in activities to develop their understanding.
b Demonstrate to pupils how to do problems, and make them practice.
c Make pupils memorise facts so they will do well on exams.
How does the Ministry want you to assess your pupils' mathematics learning?
a Make them repeat what I have told them.
$\mathrm{b} \quad$ Ask them to show their understanding by using what they have learned.
c Give regular class tests on what I have taught.

## Appendix 3 Results from use of questionnaire: refer Chapter 6

The results from the six teachers chosen for observation have been shaded,

| Teacher | gender | age | travel | prim school | Std | pupils | training | expnce |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | m | 38 | 0 | Domasi G | 5 | 140 | 2 | 11 |
| 2 | m | 35 | 0 | Domasi G | 6 | 90 | 2 | 11 |
| 3 | m | 48 | 0 | Domasi G | 7 | 108 | 2 | 27 |
| 4 | m | 42 | 0 | Domasi G | 7 | 52 | 2 | 12 |
| 5 | $f$ | 39 | 0 | Domasi G | 4 | 84 | 3 | 12 |
| 6 | f | 34 | 0 | Domasi G | 3 | 220 | 3 | 11 |
| 7 | m | 32 | 0 | Matandani | 5 | 95 | 2 | 8 |
| 8 | f | 30 | 0 | Matandani | 6 | 68 | 2 | 9 |
| 9 | m | 30 | 0 | Matandani | 8 | 43 | 2 | 10 |
| 10 | m | 43 | 0 | Matandani | 3 | 132 | 2 | 11 |
| 11 | m | 34 | 0 | Matandani | 7 | 63 | 2 | 11 |
| 12 | $f$ | 35 | 0 | Matandani | 8 | 34 | 1 | 11 |
| 13 | f | 42 | 1 | Songani | 7 | 120 | 2 | 20 |
| 14 | m | 48 | 0 | Songani | 8 | 78 | 2 | 26 |
| 15 | m | 30 | 0 | Songani | 6 | 80 | 2 | 9 |
| 16 | m | 41 | 0 | Songani | 6 | 72 | 3 | 12 |
| 17 | m | 33 | 0 | Songani | 5 | 107 | 2 | 11 |
| 18 | m | 33 | 0 | Songani | 4 | 154 | 2 | 3 |
| 19 | f | 31 | 0 | Kanjedza | 2 | 40 | 2 | 4 |
| 20 | m | 36 | 0 | Kanjedza | 5 | 20 | 2 | 5 |
| 21 | m | 26 | 0 | Kanjedza | 3 | 28 | 2 | 9 |
| 22 | m | 44 | 0 | Kanjedza | 4 | 32 | 1 | 5 |
| 23 | m | 47 | 0 | Kanjedza | 1 | 102 | 2 | 3 |
| 24 | m | 39 | 0 | Ntondo | 1 | 91 | 2 | 3 |
| 25 | m | 35 | 0 | Ntondo | 3 | 83 | 2 | 3 |
| 26 | $f$ | 35 | 0 | Ntondo | 2 | 113 | 2 | 2 |
| 27 | m | 29 | 0 | Naisi | 5 | 90 | 2 | 6 |
| 28 | m | 29 | 0 | Naisi | 8 | 36 | 2 | 11 |
| 29 | m | 35 | 0 | Naisi | 2 | 133 | 1 | 14 |
| 30 | m | 60 | 0 | Naisi | 1 | 198 | 2 | 39 |
| 31 | m | 44 | 0 | Naisi | 6 | 61 | 1 | 11 |
| 32 | m | 35 | 0 | Naisi | 4 | 120 | 3 | 15 |
| 33 | m | 28 | 0 | Naisi | 3 | 170 | 2 | 6 |
| 34 | m | 31 | 0 | Naisi | 8 | 40 | 1 | 12 |
| 35 | f |  | 0 | Malemia | 1 | 120 | 2 | 10 |
| 36 | m | 35 | 0 | Malemia | 5 |  | 2 | 8 |
| 37 | f | 39 | 0 | Malemia | 5 | 67 | 1 | 13 |
| 38 | m | 35 | 0 | Malemia | 7 | 50 | 2 | 9 |
| 39 | $f$ | 32 | 0 | Malemia | 6 | 82 | 2 | 4 |
| 40 | m | 35 | 0 | Malemia | 4 | 108 | 3 | 16 |
| 41 | m | 38 | 0 | Malemia | 8 | 13 | 2 | 9 |
| 42 | f | 33 | 0 | Malemia | 1 | 125 | 4 | 14 |
| 43 | f | 30 | 0 | Malemia | 2 | 87 | 2 | 9 |
| 44 | m | 65 | 0 | Malemia | 2 | 49 | 2 | 47 |
| 45 | f | 40 | 0 | Domasi D | 6 | 90 | 3 | 12 |
| 46 | m | 36 | 0 | Domasi D | 7 | 67 | 1 | 9 |
| 47 | $f$ | 44 | 2 | Domasi D | 5 | 65 | 2 | 23 |
| 48 | f | 41 | 0 | Domasi D | 4 | 90 | 2 | 19 |
| 49 | f | 30 | 0 | Domasi D | 2 | 92 | 1 | 9 |
| 50 | $f$ | 29 | 0 | Domasi D | 3 | 72 | 2 | 8 |

Appendices, page 277

| 51 | f | 38 | 0 | Domasi D | 1 | 90 | 1 | 5 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 52 | f | 35 | 0 | Mchengawedi | 2 | 295 | 1 | 14 |
| 53 | f | 35 | 0 | Mchengawedi | 1 | 408 | 2 | 2 |
| 54 | m |  | 1 | Mchengawedi | 5 | 93 | 2 | 25 |
| 55 | m | 32 | 0 | Mchengawedi | 8 | 43 | 1 | 10 |
| 56 | m | 46 | 0 | Mchengawedi | 4 | 148 | 2 | 19 |
| 57 | m | 57 | 0 | Mchengawedi | 6 | 68 | 2 | 35 |
| 58 | m | 38 | 0 | Mchengawedi | 3 | 220 | 1 | 9 |
| 59 | m | 39 | 0 | Msambainsa | 7 | 50 | 2 | 17 |
| 60 | m | 49 | 0 | Msambainsa | 8 | 36 | 2 | 24 |
| 61 | f | 38 | 1 | Msambainsa | 3 | 80 | 3 | 4 |
| 62 | m | 31 | 0 | Msambainsa | 2 | 150 | 2 | 9 |
| 63 | f | 33 | 0 | Msambainsa | 1 | 162 | 2 | 12 |
| 64 | f | 30 | 0 | Msambainsa | 2 | 50 | 2 | 10 |
| 65 | f | 31 | 0 | Msambainsa | 3 | 80 | 2 | 10 |
| 66 | f | 31 | 0 | Songani | 3 | 196 | 2 | 5 |
| 67 | f | 36 | 1 | Songani | 6 | 140 | 2 | 1 |
| 68 | f | 32 | 0 | Songani | 3 | 178 | 2 | 11 |
| 69 | f | 34 | 0 | Domasi G | 2 | 98 | 3 | 10 |
| 70 | f | 32 | 0 | Domasi G | 3 | 117 | 2 | 11 |
| 71 | f | 42 | 0 | Domasi G | 2 | 65 | 2 | 19 |
| 72 | f | 31 | 0 | Domasi G | 2 | 55 | 1 | 9 |
| 73 | m | 32 | 0 | Domasi G | 1 | 120 | 1 | 3 |
| 74 | m | 35 | 0 | Domasi G | 1 | 129 | 1 | 3 |
| 75 | m | 35 | 0 | Domasi D | 8 | 65 | 3 | 12 |
| 76 | m | 30 | 0 | Mchengawedi | 7 | 60 | 2 | 6 |
| 77 | f | 29 | 0 | Songani | 1 | 100 | 2 | 8 |
| 78 | f | 62 | 3 | Songani | 2 | 70 | 2 | 25 |
| 79 | m | 31 | 0 | Songani | 2 | 192 | 2 | 9 |
| 80 | f | 34 | 0 | Songani | 1 | 100 | 1 | 11 |
| 81 | m | 32 | 0 | Matandani | 4 | 100 | 2 | 9 |
| 82 | m | 42 | 0 | Matandani | 2 | 118 | 1 | 13 |
| 83 | f | 35 | 0 | Matandani | 1 | 206 | 1 | 6 |

Responses

|  | Language |  |  | Gender |  |  | Role of schools |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | do | like | min | do | like | min | do | like | min |
|  | Q1 | Q10 | Q19 | Q2 | Q11 | Q20 | Q3 | Q12 | Q21 |
| 1 | d | d | e | e | e | d | d | d | a |
| 2 | d | e | d | e | e | e | d | d | d |
| 3 | d | e | e | e | d | e | d | a | e |
| 4 | d | a | d | e | e | e | e | d | d |
| 5 | a | a | d | e | e | e | d | ad | de |
| 6 | a | d | a | e | e | e | d | d | a |
| 7 | d | d | ed | e | e | e | d | d | ad |
| 8 | d | e | e | e | e | e | d | d | d |
| 9 | d | a | a | a | e | e | e | a | d |
| 0 | d | d | d | e | e | e | d | d | d |
| 1 | d | d | e | e | e | e | a | ad | a |
| 12 | e | e | d | e | e | e | d | d | d |
| 3 | d | e | e | e | e | e | de | d | d |
| 4 | d | d | d | e | e |  | a | a | d |
| 5 | d | d | e | e | e | e | a | d | a |
| 6 | e | e | e | e | e | e | a | a | a |
| 7 | d | d | e | e | e |  | de | de | de |
| 8 | d | d | e | e | e | d | d | d | a |
| 9 | d | d | d | e | e | e | a | d | d |
| 20 | d | e | d | e | e | e | a | a | a |
| 21 | d | d | d | e | e | e | d | a | d |
| 22 | d | d | d | e | e | e | d | d | d |
| 23 | d | d | a | e | e | e | d | d | d |
| 24 | d | d | d | e | e | e | d | d | d |
| 25 | d | d | d | e | e | e | d | d | d |
| 26 | d | d | d | e | e | e | d | d | d |
| 27 | d | d | e | e | e | e | d | d | d |
| 28 | e | e | e | e | e | e | e | e | e |
| 29 | d | d | d | e | e | e | a | a | a |
| 30 | d | d | a | e | e | e | e | d | d |
| 31 | d | d | d | e | e | e | a |  | d |
| 32 | d | ad | d | e | e | e | de | d | d |
| 33 | a | d | a | e | e | e | d | d | d |
| 34 | d | e | d | e | e | e | e | a | a |
| 35 | a | a | a | e | e | e | d | d | d |
| 36 | d | d | d | e | e | e | d | d | d |
| 37 | d | d | d | e | e | e | d | d | d |
| 38 | d | d | e | e | e | e | a | e | a |
| 39 | d | d | e | e | e | e | d | d | d |
| 40 | a | d | a | e | e | e | d | d | d |
| 41 | e | e | e | e | e | e | a | a | a |
| 42 | a | a | a | e | e | e | d | d | d |
| 43 | a | a | a | e | e | e | d | d | d |
| 44 | d |  |  | e | e | e | d | d | d |
| 45 | d | d | e | ed | ed | ed | d | a | e |
| 46 | e | e | e | e | e | e | d | d | d |
| 47 | d | e | e | e | d | e | d | d | d |
| 48 | ad | d | d | e | e | e | e | d | de |
| 49 | a | d | d | e | e |  | a | a | a |
| 50 | a | d | a | e | e | e | d | ad | de |
| 51 | d | e | d | e | e | e | d | a | d |

Appendices, page 279

| 52 | d | d | d | e | e | e | d | d | d |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 53 | d | d | d | e | e | e | a | a | a |
| 54 | d | e | d | e | e | e | d | a | d |
| 55 | d | e | ed | e | e | a | ad | d | d |
| 56 | d | e | e | e | e | e | d | d | d |
| 57 | d | e | e | e | e | e | d | d | d |
| 58 | a | a | d | e | e | e | ad | ad | ade |
| 59 | d | ed | d | e | e | d | d | a | d |
| 60 | d | d | e | e | e | e | d | d | d |
| 61 | d | d | d | e | e | d | d | d | d |
| 62 | a | a | d | e | e | e | a | ad | d |
| 63 | a | d | a | e | e | e | a | ae | de |
| 64 | d | d | e | e | e | e | d | d | d |
| 65 | d | d | d | e | e | e | d | d | d |
| 66 | a | d | a | e | e | e | d | e | d |
| 67 | d | e | e | e | e | e | d | d | d |
| 68 | d | e | e | e | e | d | d | ad | ad |
| 69 | a | d | d | e | e | e | a | d | d |
| 70 | a | d | d | e | e | e | a | d | d |
| 71 | d | d | d | e | e | e | d | d | d |
| 72 | d | d | d | e | e | e | d | d | a |
| 73 | d | d | d | e | e | e | a | a | a |
| 74 | d | a | a | e | e | e | ad | d | a |
| 75 | d | d | e | e | e | e | ade | ade | ade |
| 76 | d | d | e | e | e | e | ea | ad | de |
| 77 | a | a | ad | e | e | e | a | a | a |
| 78 | a | e | ad | e | e | e | a | a | a |
| 79 | d | d | a | e | e | e | d | d | d |
| 80 | a | a | ad | e | e | e | a | a | a |
| 81 | ad | ad | d | e | e | e | d | d | d |
| 82 | a | ae | e | e | e | e | da | d | ad |
| 83 | d | d | d | e | e | e | d | d | d |

Numbers for each response above

| Q | language |  |  | gender |  |  | role of schools |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | do | like | min | do | like | min | do | like | min |
| a | 20 | 12.5 | 14.5 | 1 | 0 | 1 | 22.5 | 25.3 | 22.1 |
| d | 58 | 48.5 | 40 | 0.5 | 2.5 | 5.5 | 52.5 | 54.7 | 56 |
| e | 5 | 21 | 27.5 | 81.5 | 80.5 | 76.5 | 8.3 | 3.3 | 4.9 |
| Percentages |  |  |  |  |  |  |  |  |  |
| Q | 1 | 10 | 19 | 2 | 11 | 20 | 3 | 12 | 21 |
|  | language |  |  | gender |  |  | role of schools |  |  |
|  | do | like | min | do | like | min | do | like | min |
| a | 24.1 | 15.2 | 17.7 | 1.2 | 0 | 1.2 | 27.1 | 30.4 | 26.6 |
| b | 69.9 | 59.1 | 48.8 | 0.6 | 3.0 | 6.6 | 62.9 | 65.7 | 67.5 |
| e | 6.0 | 25.6 | 33.5 | 98.2 | 97.0 | 92.2 | 10.0 | 4.0 | 5.9 |


|  | locale of examples |  |  | management |  |  | mathl goal |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | do | like | min | do | like | min | do | like | min |
| Q | Q4 | Q13 | Q22 | Q5 | Q14 | Q23 | 6 | 15 | 24 |
| 1 | a | a | e | e | e | e | a | a | e |
| 2 | e | e | e | e | d | e | a | a | d |
| 3 | a | a | d | d | d | d | a | d | e |
| 4 | a | a | d | d | d | d | a | a | a |
| 5 | a | da | a | d | ed | d | a | ea | ea |
| 6 | a | a | a |  |  |  | a | a | a |
| 7 | d | da | da | d | d | d | a | da | ea |
| 8 | a | a | a | d | d | d | a | a | a |
| 9 | a | a | d | e | e | d | a | a | a |
| 10 | a | a | a | a | a | a | a | a | a |
| 11 | d | da | a | a | ad | d | a | da | a |
| 12 | a | a | a | d | d | d | d | a | a |
| 13 | a | a | a | e | e | d | a | a | a |
| 14 | e | a | a | a | a | a | a | a | a |
| 15 | a | a | d | d | a | d | a | a | a |
| 16 | a | a | a | d | d | d | da | a | a |
| 17 | a | da | da | d | ed | d | da | ea | a |
| 18 | a | a | a | d | d | a | d | d | d |
| 19 | a | a | a | e | e | e | a | a | a |
| 20 | a | d | d | e | e | e | a | a | a |
| 21 | a | a | a | a | a | d | a | a | a |
| 22 | a | a | a | e | e | e | a | a | a |
| 23 | a | a | a | d | d | d | a | a | a |
| 24 | a | a | a | a | a | a | a | a | a |
| 25 | a | a | a | a | a | a | a | a | a |
| 26 | a | a | a | a | a | a | d | a | a |
| 27 | a | a | a | a | d | d | a | a | a |
| 28 | e | e | e | e | e | e | a | a | a |
| 29 | a | a | a |  |  |  | a | a | a |
| 30 | a | a | a | d | d | d | a |  | a |
| 31 | d | d | d |  | a | a | a | a | a |
| 32 | a | a | a | e | e | e | d | a | a |
| 33 | a | a | a | d | d | d | a | a | a |
| 34 | a | a | a | a | e | a | e | e | e |
| 35 | a | a | a | d | d | d | a | a | a |
| 36 | a | a | a | d | d | a | a | a | a |
| 37 | a | a | a | d | d | a | a | a | a |
| 38 | a | a | a | d | d | d | a | a | a |
| 39 | a | d | d | d | d | e | a | a | a |
| 40 |  | d | d | d | d | d | a | a | a |
| 41 | a | a | a | a | e | e | a | a | a |
| 42 | a | a | a | d | d | d | a | a | a |
| 43 | a | a | a | d | d | a | a | a | a |
| 44 |  | a |  | d | d | d | a | a | a |
| 45 | a | a | a |  |  |  | a | a | ea |
| 46 | a | a | a | d | d | d | a | a | a |
| 47 | a | d | a | d | d | d | a | a | a |
| 48 | ea | a | da | e |  | d | d | a | a |
| 49 | a | a | a | a | a | a | a | a | a |
| 50 | a | a | a |  | e |  | a | a | a |
| 51 | a | a | a | a | e | a | a | a | a |


| 52 | a | a | a | d | d | d | a | a | a |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 53 | a | a | a | e | e | e | a | a | a |
| 54 |  | a | da |  |  | d | a | a | a |
| 55 | a | a | a | d | d | d | a | a | a |
| 56 | a | a | a | d | d | d | a | a | a |
| 57 | a | a | a | d | d | d | a | a | a |
| 58 | a | a | a | a | a | a | da | da | da |
| 59 | a | a | d | e | e | d | a | d | a |
| 60 | a | a | a | d | a | d | a | a | a |
| 61 | a | a | a | d | d | a | a | a | a |
| 62 | a | a | a | d | d | d | a | a | a |
| 63 | ea | a | ea | d | d | d | a | a | d |
| 64 | a | a | a | d | d | d | a | a | a |
| 65 | a | a | a | e | e | e | a | a | a |
| 66 | a | d | a | e | a | a | d | a | e |
| 67 | a | a | a | e | e | d | a | a | a |
| 68 | a | a | a | e | e | e | a | a | a |
| 69 | a | a | a | d | d | d | a | a | a |
| 70 | a | a | a | d | d | d |  | a | a |
| 71 | a | a | a | d | d | d | a | a | d |
| 72 | a | a | a | d | d | d | a | a | a |
| 73 | a | a | a | d | d |  | a | a | a |
| 74 | a | a | a | d | d | a | a | a | a |
| 75 | eda | ea | da | d | d | a | a | a | ea |
| 76 | ea | ea | a | d | d | d | a | a | a |
| 77 | a | a | a | e | e | e | a | a | a |
| 78 | a | a | a | e | e | d | a | a | e |
| 79 | a | a | a | e | e | e | a | a | a |
| 80 | a | a | a | e | e | e | a | a | a |
| 81 | a | a | d | d | d | a | a | a | d |
| 82 | da | ea | d | d | d | d | da | a | ea |
| 83 | a | a | a | d | d | d | a | a | a |

Numbers for each response above

| Q | 4 <br> locale of examples | 5 <br> management | 14 <br> mathl | 24 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |


|  | do | like | min | do | like | min | do | like | min |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| a | 71.3 | 70.5 | 65.5 | 13 | 13.5 | 19 | 73.5 | 65.5 | 71.5 |
| d | 4 | 9 | 12.5 | 44 | 42.5 | 44 | 7.7 | 4.5 | 4.5 |
|  | 4.7 | 3.5 | 2 | 20 | 22 | 15 | 1 | 2 | 7 |

## Percentages

Q | 4 | 13 | 22 | 5 | 14 | 23 | 6 | 15 | 24 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| locale of examples |  |  |  |  |  |  |  |  |

|  | do | like | min | do | like | min | do | like | min |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| a | 89.1 | 84.9 | 81.9 | 16.9 | 17.3 | 24.4 | 89.6 | 92.1 | 86.2 |
| d | 5.0 | 10.8 | 15.6 | 57.1 | 54.5 | 56.4 | 9.1 | 5.5 | 5.4 |
| e | 5.9 | 4.2 | 2.5 | 26 | 28.2 | 19.2 | 1.2 | 2.4 | 8.4 |



| help weaker |  |  | teaching style |  |  | assessment |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| do | like | min | do | like | min | do | like | min |
| 7 | 16 | 25 | 8 | 17 | 26 | 9 | 18 | 27 |
| e | e | d | a | a | d | d | e | e |
| d | d | a | d | a | d | d | e | e |
| a | a | d | d | d | a | de | e | e |
| a | a | ad | a | a | a | e | d | d |
| d | ad | a | a | dae | da | d | de | de |
| d | d | a | a | d | d | e | d | , |
| ad | ad | ad | da | da | da | e | de | de |
| a | a | ad | a | da | da | e | e | e |
| a | a | e | a | a | d | d | a | d |
| a | a | a | a | a | a | e | e | e |
| d | ad | a | d | da | d | e | de | a |
| a | a | a | d | da | d | e | e | e |
| d | ad | ad | da | da | da | e | e | e |
| d | d | d | a | a | a | e | e | d |
| d | d | a | a | a | d | e | e | d |
| ad | ad | ad | da | da | da | de | e | de |
| ad | ad | ad | da | da | da | de | de | de |
| d | a | a | a | d | d | e | d | d |
| a | a | a | a | a | d | e | e | e |
| a | a | a | a | a | a | e | d | e |
| a | a | a | d | d | d | e | e | e |
| a | a | a | a | a | a | e | e | e |
| a | a | a | a | d | d | e | e | e |
| d | d | d | d | d | d | d | e | e |
| d | d | d | d | d | d | e | e | e |
| d | d | d | d | d | d | e | e | e |
| a | a | a | a | a | a | e | e | e |
| a | d | d | a | a | d | e | e | e |
|  | d | d | da | a | da | e | e | e |
| d | d | d | d | da | d | a | d | e |
| d | d | d | a | a | a | e | e | e |
| d | d | d | da | a | da | e | - | e |
| d | d | d | d | d | d | e | e | e |
| a | d | a | a | a | a | e | e | e |
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| d | a | a | d | d | d | e | d | d |
| a | a | a | d | d | d | e | e | e |
| d | ad | a | a | da | d | e | de | de |
| a | a | d | a | a | a | e | e | e |
| d | d | a | da | a | da | e | de | de |
| a | d | a | d | da | da | e | e | e |


| 52 | d | d | d | d | d | d | e | e | e |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 53 | d | d | d | a | a | a | e | e | e |
| 54 | a | d | d | d | da | da | e | a | de |
| 55 | d | d | ad | da | d | d | de | de | ade |
| 56 | d | d | a | d | d | d | e | e | a |
| 57 | d | d | a | d | d | d | e | e | a |
| 58 | ad | ad | ae | da | da | da | ade | ade | ade |
| 59 | a | ad | a | d | d | da | e | de | e |
| 60 | d | d | a | a | d | d | e | d | d |
| 61 | d | d | d | a | d | d | d | a | e |
| 62 | a | ad | a | d | da | d | e | ade | d |
| 63 | d | d | d | da | da | da | de | ade | ade |
| 64 | d | d | d | a | a | a | e | e | e |
| 65 | d | d | d | d | d | d | e | e | e |
| 66 | e | e | d | e | a | a | d | e | d |
| 67 | d | ad | a | a | da | da | e | e | e |
| 68 | a | a | ad | a | da | d | e | d | e |
| 69 | d | d | d | a | a | a | e | de | e |
| 70 | d | d | d | a | a | a | e | e | e |
| 71 | d | d | d | a | a | a | e | e | e |
| 72 | d | a | a | a | a | a | e | e | e |
| 73 | d | d | d | d | d | d | e | d | d |
| 74 | d | d | d | d | d | d | e | e | d |
| 75 | ad | d | ad | da | da | da | de | de | de |
| 76 | d | a | d | da | a | da | e | de | de |
| 77 | d | d | d | d | d | d | e | e | e |
| 78 | d | a | a | d |  | d | e | e | e |
| 79 | d | d | d | a | d | d | e | d | d |
| 80 | d | d | d | d | d | d | e | e | e |
| 81 | d | ad | a | da | da | da | d | de | de |
| 82 | ad | d | ad | da | d | da | ad | ae | d |
| 83 | a | ad | a | da | da | da | e | de | e |

Numbers for each response above


Percentages
$\begin{array}{llllllllll}\text { Q } & 7 & 16 & 25 & 8 & 17 & 26 & 9 & 18 & 27\end{array}$ help weaker teaching style assessment

|  | do | like | min | do | like | min | do | like | min |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| a | 41.5 | 45.2 | 50.0 | 54.8 | 51.9 | 41.6 | 1.8 | 5.7 | 5.3 |
| d | 56.1 | 52.4 | 47.0 | 42.8 | 48.1 | 57.5 | 15.7 | 23.6 | 26.9 |
| e | 2.4 | 2.4 | 3.0 | 2.4 | 0.0 | 1.0 | 82.5 | 70.7 | 67.8 |

# Appendix 4 Sample lesson observation field notes: refer section 5.5 



Discussion after lesson
Remember this event? Why did it happen? What does MOEST want?
How do you find out what MOEST want you to do?

When he wanted feedback about his explanations he asked "Is that clear?" If the "Yes" response was feeble (showing it was not clear) he asked again and got a louder "Yes!". No-one ever dared to say "No".

## Interpretation of notes

This was the first observation I made of Brenard. At that stage I had his name wrong. It was recorded (file B21) and took 7 photos with his permission.

It was a level 7 class, and there were 56 pupils, in 19 desks ( $19 \times 3=57$, but one had only two pupils).

The lesson began at 9:00 with 40 pupils present, but quickly filled up. Three worked examples were given on a very worn blackboard. They were taken direct from the Std 7 textbook held in Brenard's hand. Pupils had texts and exercise books.

At 9:15 two fraction problems were written on the board and pupils chosen to work them in public. "Who can come and solve the sum?"

At 9:25 they worked on a single problem from their books. After 15 minutes work is corrected by Brenard working the problem on the board. Only 12 had it correct. This caused him to repeat the working of the problem almost word-for-word.

The class was conducted entirely in English. Pupils rarely spoke. Brenard asked for 'hands up' for trivial questions; once when a slightly more demanding question was asked, "Only girls have hands up. Why?". Instead of rewarding and encouraging girls, he eventually got a boy to volunteer a response, which was wrong; Brenard chose another boy to 'show him'.

All examples were abstract, with no relationship to reality (except the examination, which is certainly real enough for these pupils!)
Brenard's management needed no comment; it was rigid. His method is entirely lecture and blackboard demonstration and asking only very low level questions, to which normally there are chorused responses. During the 15 minutes of pupil work he generally looked at and corrected completed work but usually had no time to help those who made errors; I took a photos of one short exception where he helped a girl. To those who were wrong he made no verbal response, but praised those who were correct.

The space in these desks for three large pupils (average age about 16) forced many to use their laps to write.

## Appendix 5 Sample transcript of one teacher interview: refer section 5.6

## Patricia Fundi, teacher of Standard 1 and 2, Ntondo PS <br> (English translations by Grames Chirwa)

## L (Lowe, researcher) F (Fundi, teacher) <br> C (Chirwa, research assistant and translator)

L When I ask you some questions, I need you to understand that I am not trying to be critical or wanting to say that you are not a good teacher, because I think you are a very good teacher. When I ask questions about why you do things, it is because I want to understand how you think about teaching. With all your experience you have got a lot of good ideas. and I need to understand them.

If you want to talk in Chichew, a Mr Chirwa will translate. If you don't understand the question, Mr Chirwa will translate for you.
C That's better. You can express yourself better in your local language.
L Thank you very much. Do any of your children speak Yao at home? (Translated)
F Some of them. [We later discovered she had no idea about this matter.]
L So how do the Yao-speaking children understand Chichewa? Are they good?
F Yes. They understand.
L So there is no problem for them learning in Chichewa?
F There is no problem.
L The textbooks don't have very many words, and you don't have very many textbooks.
F There are few textbooks so we need more if it is possible.
L So you obviously teach all the time in Chichewa and the children understand that very well. I noticed that when you talk about numbers in Standard 1 and Standard 2 you use English names.

F Sometimes I use the English and sometimes Chichewa.
C She uses Chichewa sometimes where she says that maybe pupils have problems understanding the English words, so she uses Chichewa at times. But maybe Ian was actually asking to say in the lower classes we are supposed to use the local language, in this case Chichewa, although this is a Yao-speaking area. But what he has been surprised with when he was observing your lessons although you were teaching in Chichewa when you were mentioning the numbers you were mentioning them in English, for example "one, two, three, four" and so on.

L So I was wondering why you use English? Are the Yao words for numbers different?
F [She demonstrated some Yao words for numbers, which are quite different from Chichewa.]
F (translated C) What she says is sometimes it becomes very difficult if you use C words for the pupils to understand. But it gets harder when you come to 6 . It is if you do addition $(5+1)$ and that is too difficult for pupils but English words are more straightforward and short. If she tried to ask the pupils to count $5+2$ it is easier in English, so English is straightforward.

L In Standard 4 you were dividing by 4 . But I noticed that when you said four, you actually said 'Foro". Why is that?
F (translated C) The mother tongue, the Yao tongue. For them to switch to speak in English is difficult, but Yao words always end in a vowel, so we get "wuny", "foro".

L Thank you. You have very many pupils. You had 120 yesterday.
F The problem is the lack of teachers. There are only four of us teachers in this school, up to Standard 5. And one teacher is sick.

L The question is: You do very well with 120 pupils. But how do you do it? How can you help them all to learn? The good pupils can learn, but how do you help the ones who can't learn so fast?

F (translated C) She says the best way in which she could manage a very big class is to put the pupils into groups, and she chooses the most clever one to be the group leader. The group leader is one way in which the group leader might be assisting the slow learners. So the group leader helps the group members, and as she is going around the groups she is assisting those as well.

L Would you have to work outside to have groups, because there is no room in the classroom, with 120 pupils.
F Outside, but not in the classroom.
L I am sorry I didn't get a chance to see you doing that. It would be very hard work. Is it easier for the children to learn in groups?

F It is easier.
L When you were teaching you asked a lot of questions. Why do you ask a lot of questions?
F (translated C) What she is saying is normally she uses a lot of questions in the introduction of the lesson and in the conclusion. She asks the questions in the introduction because she wants to link that day's lesson to the previous one, and she want to find out mainly who is still lagging behind, and who is remembering. And then towards the conclusion of the lesson she wants to find out whether the pupils have learned something. But in the main body of the lesson she still uses questions to find out whether the pupils are following what she is teaching.

L Very good. When you are correcting work, walking around the class, you don't get time to see 120 books! How do you help those children who are slower?
F (translated C) What she says is when she is going around marking she focuses first on those who are fast enough. For those who are slow enough she leaves them to wait for whole class corrections. She does not have enough time to assist them individually, those who are slow learners. The only assistance she gives is when she corrects work for the whole class.

There is another method she takes to help slow learners. She has in mind in the classroom which ones are always having problems. So when she is going around marking the clever ones who have finished their work, she goes straight away to those whom she knows are the slow learners, and help them individually.
L Very good. I was very impressed in Standard 2 in particular, when you were using objects like leaves, cassava, banana, all these common things from children's homes. In Malawi we call this TALULAR. This is something that is good. But you have not been on the course, and you don't know the word TALULAR.

F (Translated C) They learned at Teachers Training College that you must use locally available resources when teaching English or maths.
L Do you ever have a chance for children to use materials for themselves, instead of a demonstration? Do you have enough materials for this?

F (Translated C) It is possible for her to do that, but it is a thing which she has never done. You would need a lot of bananas!
L Why is it important for these children to learn mathematics?
F (Translated C) What she is saying is among the subjects taught in primary school, mathematics is one of the most important. It makes people to think in their everyday lives; it develops their thinking capability, compared to English which might not make them develop their thinking capacity compared to English.
L Have you ever taught mathematics in English, maybe in Standard 5?
F Yes I have.
L Is it easy to teach mathematics in English? Do the children understand?
F It is not easy. It is very tough for the pupils to understand when you teach only in English; it is easier in Chichewa. The best way is to mix both English and the local language.

L When you are teaching mathematics in Chichewa, are there things that are hard to teach using only Chichewa words?
F (translated C) It is really true that there are some mathematical concepts that are difficult to explain in Chichewa. For example with capacity it is difficult to explain the word 'litre' in Chichewa. So what she resorts to is just to demonstrate something like that.

L I have noticed that you work very hard. I think you work harder than the men.
F (Laughs) I love teaching!
L Why do you enjoy teaching? Why is it such a pleasure to you?
F (translated C) What she says is she finds teaching very interesting, because apart from teaching others she is also learning while she is teaching. She is learning how to deal with different behaviours. She is learning how to deal with difficult pupils, with disabilities and so forth. And this is a great lesson to her, she knows how to live with other people. And then she is teaching she is reading different books which also helps her with her everyday life. So she continues to learn while she is teaching.
L Thank you. I think that was an interesting reply. Do you have the teacher's guide for mathematics?

F (translated C) She has one but it is very old and it is in tatters as of now.
L We need more teacher's guides. I think that has been very helpful. Thank you very much.

## Appendix 6 List of educators interviewed: refer section 5.7

- Mr Byers (Malawi Institute of Education, TALULAR)
- Dr Chamdimba (Blantyre Polytechnic, Uni of Malawi)
- Mr Chidalengwa (Malawi National Examination Board)
- Mr Chilora (Malawi Institute of Education, Malawi Breakthrough To Literacy)
- Ms Chinguo (Malawi Institute of Education)
- Dr Goertler (GTZ)
- Dr Hau (Principal Secretary for Education, Lilongwe)
- Mr Iphani (Malawi Institute of Education)
- Mr January (Mathematics, Domasi College)
- Dr Kachiwanda (Language Research Institute, Uni of Malawi)
- Mr Kadyoma (Malawi Institute of Education, Malawi Teacher Training Activity)
- Mr Kamangira (Malawi Institute of Education, Assessment)
- Ms Kadzamira (CERT, Uni of Malawi)
- Mr Kanjala (Malawi Institute of Education, Policy)
- Mr Khomani (Malawi Institute of Education)
- Dr Kishindo (Malawi Institute of Education)
- Dr Lemani (Malawi Institute of Education)
- Dr Machazime (MESA, Malawi Teacher Training Activity)
- Mr Masebo (Teachers' Union of Malawi, Lilongwe)
- Mr Mhlanga (Malawi Institute of Education, Science)
- Mr Mkandawire (Non-formal education, YONECO)
- Dr Moto (Chancellor College, University of Malawi)
- Dr Mwale (Malawi Institute of Education, Mathematics specialist)
- Dr Namangale (Mathematics Education, Chancellor College)
- Mr Namoto (a Primary Education Adviser)
- Mr Ndalama (Malawi Institute of Education, policy)
- Mr Njati (Malawi National Examination Board)
- Dr Nyirenda (Director, Malawi Institute of Education)
- Mr Phiri (Department of Teacher Education and Development)
- Mr Sineta (District Education Manager, Zomba)
- Dr Susuwele-Banda (Malawi Institute of Education)


# Appendix 7 Transcript of one interview with an educator: refer section 5.7 

Dr Francis Moto, Vice Chancellor of the University of Malawi (Interview with Ian Lowe, July 28, 2005)

My own perception of the language problem, as you rightly point out, stems from our historical set up, Malawi being an ex-British colony. That meant that we inherited the English language when colonialism started in Malawi.

My departure point when I am talking about the language policy in Malawi is that the language policy largely divides people into socio-political groups. Those that acquire the English language and can speak it very well - like some of us learned it in school - you have got chances of progressing in school.

My other point is that the language does act as a huge barrier to communication in terms of teaching especially perhaps in the early years, where the students have not perhaps acquired the skills of understanding a foreign language and then learning the subjects which they are supposed to learn. So somebody learning mathematics has got a double problem they have to surmount. One is to understand the language and the other is to understand mathematical concepts. If the language is not understood properly, my own view is that they will not understand the concepts.

There is also the other side where elitists, including myself, tend to separate ourselves from those that have not acquired the language. For instance in doing selection of who is continuing with education, English is used as a barring tool. For instance when one write the Junior Certificate exams in Malawi, you don't get the full certificate unless you pass English. Similarly for the Malawi School Certificate, which is equivalent to O-levels, if you do not pass English you are not accorded a full certificate. Selection to University depends on whether you got a credit. That in my own perception leads me to make the point that English is used here as a discriminatory and as a segregation tool so that those who do not master the language are not given the chance to pursue their education.

Our parliament has also adopted a similar situation, where parliamentary candidates are requested to sit for some sort of proficiency English test. The University of Malawi once upon a time used to deliver that test, and I myself have been involved in giving that test or administering that test. What we have seen that the majority of people may be eloquent in their own local languages, but when it comes to testing them in English they are found wanting, and some have fallen by the wayside. As we speak, during the time of your interview, this has been taken away from the university for reasons that have not been given, but I have got my own suspicions. Maybe the university was a bit objective and a bit strict on this matter. This did not please our political masters and the test was unceremoniously taken away from us. I don't know who administers it now. But what we have seen, and it's on record in the media both electronic and print, that our parliamentarians (and no disrespect for anybody) find it difficult to follow proceedings in the national assembly where some of them are seen just to sit throughout proceedings. Or when they stand to try and make a point, and they make a grammatical error, their colleagues in parliament make fun of them. They say 'this is not the language to use in this house. We are supposed to use English.'
So all in all I see the history where we came from has played a role in using English and recognising English as a language for progress and upward mobility. I have nothing against English - I have used it myself. I was tested in order to go to the UK to do postgraduate studies at the school of Oriental and Africa Studies and later at University College London, and one of the demands was that I have the facility to communicate in English. And for that requirement I don't say that nobody should learn the language because this would be a requirement later. But the point that I also make is an appeal for the recognition of local languages.

As I said before this recording started, it is my conviction that if one was using their own local languages for instance, and it was explained properly that when you have got one and one thing it makes two, maybe because of the English language pupils might not understand it, but if it was explained in their own circumstances and in their own linguistic environment they might understand the concepts in arithmetic and mathematics a little better. So the position is not really as you might have gotten from my own writing is not terribly radical and (?) English but rather to also have opportunity for the indigenous Malawian languages to be recognised. And they can only be
recognized if they are given the same forum as English. The languages should be used in the same domain in which English is being used.
We find it funny ourselves to listen to a sermon where we all converse in the local language but there are two speakers, one speaking in English and one interpreting to us in the local languages. We see that as a kind of comical situation, but at the same time this entrenches the perception that if you speak English you are way above everybody else. This is also seen when you go to the market where, if walking with a white person, the people in the market whose education is not very high will try and practice their English on the foreigner. This is another mark that socially the language is seen as a prestigious language and a language that can make you progress in society.
It's been hard over the years to actually pin down what the policy should be. The phrase 'local language' has been used and 'language of the home area' has also been used, but as you rightly pointed out, Zomba is made up of a multiplicity of linguistic communities: which one do you use? The policy does get around this by saying that you should use the language that is dominant in the area. There is the national language (Chichewa) and the dominant language around Zomba might be Yao. And the class might include children who speak Tonga as their mother tongue. And they have a right to learn in their mother tongue, as the policy stipulates. So there is a bit of confusion as you rightly say and also some kind of misunderstanding. Chichewa has been the national language for the last 35 years and it was also learned before that in schools. So many people who might be in Zomba might have the facility in Chichewa where somebody will say 'Why should my child learn in the language of another community rather than my own language?' So maybe that explains why government has been reluctant to enforce this language policy.
What other people brought up was also that the capacity and resources and materials might not be available. For instance if you said 'Yes, let's teach in Chiyao', where would you get the teachers and the resources? So some people question. But those of us who are in the forefront campaigning for the use of local languages will always point at the unwillingness of certain sections of the community to support these problems. And if there is money to build a road and money to produce materials in local languages, any wise government will probably build the road rather than put its money there. So that's understandable.
Governments always point to their people to promote and preserve their languages. These other problems need technocrats, perhaps like yourself and myself, to advise governments on how best to proceed. But governments must also have the will to accept that policies do change, but for the last few years as you have seen from the publications and the discussions and symposia have really not reached any fruitful conclusions. There is no consensus. Everybody is pulling in their own direction.
You said that from Standard 1 to 4 the teachers teach in local languages, in this case maybe Chichewa. This has always been known and it has been stated at our meetings, that whilst the governments or policy makers are trying to push for this policy this thing is happening anyway, where pupils are being taught in their languages. Maybe it is a waste of time to be talking about introducing a policy of teaching in local languages because this is happening. The teachers find it easier to explain in Chichewa or whatever other language in the earlier years. But when it comes to Standard 5 - when the teachers come to teach in English - the problem is compounded because both the pupils now and the teachers lack adequate facility in the English language and this I am sure causes immense problems to both groups.
It's not very clear what government requires the education system to do in this case, but listening to officials from the Ministry of Education and others who have worked in the civil service, it appears as if they do not (those who have spoken in my presence) do not terribly favour the introduction of the local languages even in standard 1 to 4 . They have said that this will dilute the standards of education where the high quality of education is equated to learning or speaking in English. So that is one side of the story.
Those who might want to favour the use of the local language have not come out very forcefully at the official level to push the others who are doubting Thomases about the success of using the local languages. So the policy the ones who have been pushing for the policy are now left in a dilemma. For the last five years people have worked tirelessly to try to make people see sense in using the local languages, but it appears that there are some feet dragging somewhere at higher levels and I don't see us moving forward. If that is the position (and I think the last symposium came out very very clearly
with that position) or (?) most people becoming pessimistic and saying 'if we can't move an inch forward now maybe this is a time to fold our legs and look and just watch things go by, because we don't seem to be making any progress'.
<Lowe: Malawian Breakthrough to Literacy has been very successful. It uses local languages to achieve litereacy in the lowest year levels.>

We should make these things known, but other people are so entrenched in the use of English that any success in the local language they would always doubt that this things are worth adopting, just because they have that idea that whatever your research is making known we still don't want to know. They just have this attitude that 'English is it'. They are not doubting at all.
<Mr Lowe offered a suggestion about the use bilingual books, where children would see mathematics material in English and Chichewa on opposite facing pages.>

I am not sure myself how that would be received. I mean there is an added advantage that children who have problems understanding in English would read in their local language and then can go back to English language and then understand. The position of publishers is something tricky. There is a publisher's association going on in Blantyre. One should perhaps seize on the opportunity and ask the book publisher's association of Malawi how it would react to having a manuscript in that format. I would be delighted myself to see something like that where it would help both those who are for English and those who are for the local language and more importantly that concepts would go through, but how the commercial publisher would react is a totally different matter.
<Lowe: Primary publishers are not being allowed to edit and improve the quality of books for the PCAR course.>

Any policy that discourages the printing of a certain type of book will make the publishers lose money and maybe go out of business, but the problem of the local languages, which is what we are talking about here, has always been that the market is small and unless somebody is publishing a book which is on the syllabus, and will sell through some project or sell to many secondary schools, then they will lose money. It is frightening to hear that some publishers are not allowed to publish certain types of books because we thought that we are in a liberalised economy where the best quality of product should sell.
<Lowe: You sometimes write in stronger words than you speak. Some of your writing is very strong.>
I might start having an idea of who reviews my articles. Because one of the articles, the one before last, $\ldots$. The latest is 'Perpetuation of linguistic imperialism'. The one before last was 'Limiting linguistic freedom' - this is a continuation of those things which I have said. I am saying this because a reviewer of that special article which was supposed to be published said that 'There are things that you are saying that perhaps the language needs to be toned down because some people might not react positively when they should have done just because the language that has been used is strong'. But I think sometimes when you are making a point it doesn't pay to adopt a soft stance. The point must be made in as strong a language as is acceptable. But I do agree that sometimes some people might have felt uncomfortable when I speak about this, but it's the truth and sometimes the fact on the ground is not always pleasant to accept. So even some of my colleagues, friends and people who act in an official capacity might also not quite accept the way I present some of the ideas that I want to, but I think if somebody is shocked into the realisation that something is going wrong through the use of stronger words than I am using now then so be it.
$<$ Lowe: That was one of the reasons that I sought you out to meet you. Thank you very much.>

